



ABCD Method of Writing Learning Outcomes

The ABCD process for writing learning outcomes was developed by psychologist Robert Mager in 1962. It focuses on four elements of learning:

Audience – who is learning.

Behavior – learner behaviors or actions associated with the learning.

Condition – the context of learning.

Degree – level of performance.

Examples

Given a sentence written in the past or present tense (**condition**), the student (**audience**) will rewrite the sentence (**behavior**) in future tense with no errors in tense or tense contradiction (**degree**).

Given an emergency scenario (**condition**), recreation staff (**audience**) will be able to identify and deploy emergency defibrillator (**behavior**) in under 60 seconds (**degree**).

Given the opportunity to participate in an internship (**condition**), student community volunteers (**audience**) will be to confront personal biases and prejudices (**behavior**) in a manner consistent with university values (**degree**).

Given proper safety equipment (**condition**), wind energy technology graduates (**audience**) will be able to demonstrate safety procedures (**behavior**) in a manner consistent with AWEA safety and other industry standards (**degree**).

Just okay: Students (**audience**) will know (**behavior**) the historically important systems of psychology.

A little better: Students (**audience**) will be able to recognize and articulate (**behavior**) the foundational assumptions, central ideas, and dominant criticisms of the behavioral, differential, developmental, and constructivist approaches to psychology.